
A Study of the Attitudes and Learning Motivations of Ninety First-year Aomori Public College Students Toward English as a Language

Kent G. Lavoie*

Introduction

This paper examines the learning motivations and attitudes held by ninety first-year Japanese university students (Economics and Management majors) toward English as a language. The paper begins with a review of the literature concerning the issues of learning motivations and attitudes toward a foreign language. In this endeavour, various motivational characteristics (attitudes) including group specific attitudes, course related attitudes and generalised attitudes will be examined. Following this, a number of learning motivational indices such as Gardner and Lambert's theory of integrative and instrumental motivation as well as Benson's (1991) concept of personal motivation will be discussed.

Next, these theories will be used as a basis for examining the results of a questionnaire given in the fall/winter semester of 2002-2003 to ninety first-year economics and management students taking the required speaking and TOEIC preparation course at Aomori Public College. The purpose of the questionnaire and the intention of this paper is to determine and document the learning motivations and attitudes of these students toward English as a language. Finally, from the survey's results, it will be suggested that new learning orientation constructs ought to be considered when discussing the attitudes and learning motivations of the subjects in this study.

The distinction between the attitudes and learning motivations toward a language is not always clear. In their early studies, Gardner and Lambert (1959 as cited in Larsen-Freeman and Long, 1991:175) did not really distinguish between attitudes and motivation. Later, they defined motivation as the learner's overall goal while attitude was seen as the determination shown by the learner in striving towards that goal (Gardner and Lambert, 1972).

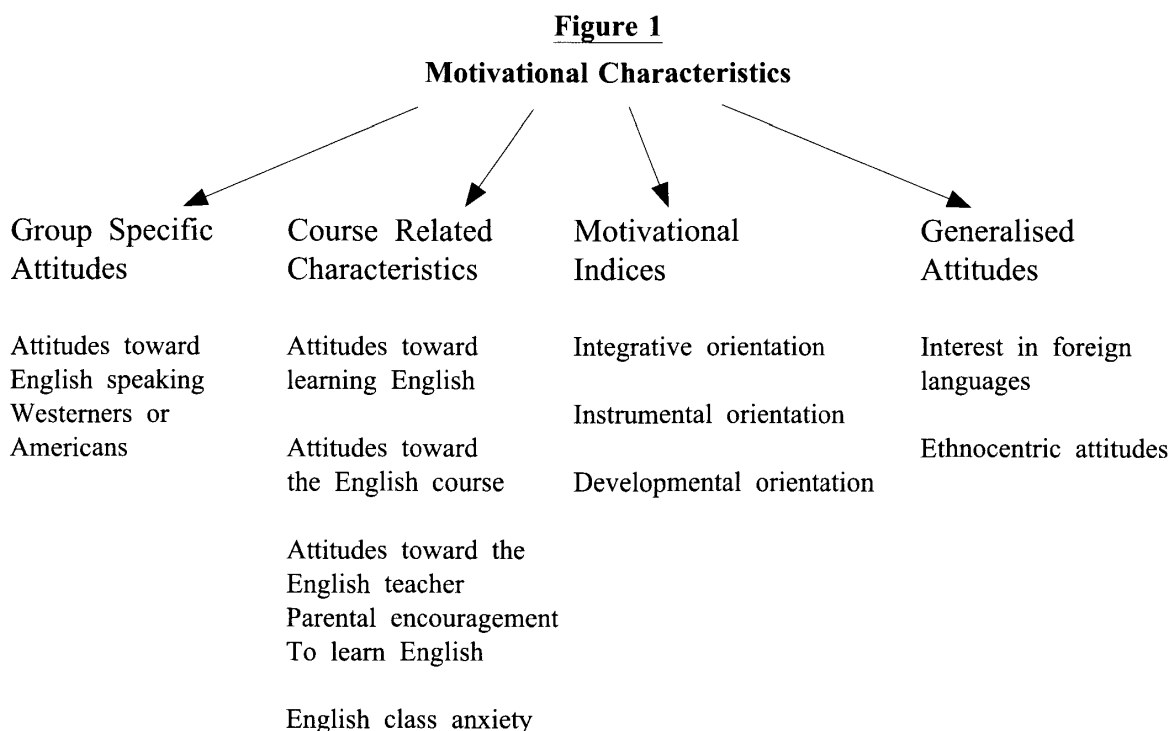
More recently, Gardner (2000:10) has emphasized that motivation survey questions like 'I want to learn English so I can get a good job' or 'I want to learn English so I can make some English speaking friends' are "...simply reasons to study a language and that they don't necessarily mean that you are motivated to learn the language" (Internet 1). In this paper, these 'reasons for learning' will be called learning orientations or learning motivations. At the same time, there will be no attempt to measure the amount or degree of motivation

shown by any of the respondents to this survey. Although the two might be distinct entities, attitudes might serve as supports of the L2 learner's overall orientation to learning the language (Gardner, 1979 as cited in Ellis, 1985: 117). Further, attitudes and learning motivations (reasons for learning) may be indicators of actual motivation.

1. Attitudes

Ajzen (1988:4) refers to attitudes as "dispositions to respond favourably or unfavourably". Concerning attitudes towards a language, Brown (1981, as cited in Ellis, 1985) refers to 'attitudes' as the set of beliefs that the learner holds toward members of the target language group and also toward his own culture. Gardner (1975) refers to these 'attitudes' as *group specific attitudes*. These attitudes often are reflected in the learner's view of the language itself. In addition to this, Gardner (Ibid.) includes another attitudinal component termed *course related characteristics* (attitudes toward the learning situation itself such as how the learner feels about their particular language class and instructor) because it is felt that attitudes toward a language may be affected by the learning environment and in addition these attitudes might change during the learning process. The last component of attitude that Gardner (Ibid.) discusses is *generalized attitudes* (the general interest in foreign languages held by the learner as well as some personality traits such as ethnocentrism which may affect attitude).

Gardner (1975:58) created a model of motivational characteristics that includes both learning motivations and attitudes towards a language (in Gardner's example 'French'). The model in figure one is an adaptation of Gardner's model¹⁾:



1) Benson's personal motivation category (Benson, 1991:36) has been included in this model.

2. Learning Motivations

Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes and Schmidt, 1991). Motivation might be examined from a number of angles. Gardner and Lambert (1972) divide motivation into two basic types: integrative and instrumental. Integrative motivation is characterised by the learner's positive attitudes towards the target language group and the desire to become familiar with or even to integrate into the target language community.

Instrumental motivation is characterised by a more utilitarian goal such as social or economic reward through L2 achievement. The purpose of instrumentally motivated language learning might include a desire to: meet the course requirements, get a high paying job or achieve a higher social status. In contrast to the situation in Canada, Gardner and Lambert (1972) found that successful learners in the Philippines tended to have an instrumental orientation to learning. Lukmani (1972 as cited in Littlewood, 1984:57) found the same tendencies in India. Littlewood (1984:57) thus comments:

In both of these situations, English is learnt as an international language rather than with reference to a community of native English speakers, so that it is not surprising if integrative attitudes are not so significant as the learner's instrumental reasons for wanting the language.

Benson (1991) found that some of the reasons suggested by students for English study could not be grouped as either integrative or instrumental forms of motivation. Consequently, he added a third type of motivation termed 'personal motivation'. This type of motivation is concerned with personal development or personal satisfaction. This could include such activities as watching movies and reading books in English (Benson, 1991:36).

3. Aomori Public College: A Survey of Learning Motivations and Attitudes Toward English as a Language

3.1 Method

The intention of this survey was to ascertain the attitudes and learning motivations towards English from a sample of the first-year student population. This sample (90 first-year students, majoring in economics and management, and taking the required EFL course) from the total population (n = 277) was randomly chosen from the three sections of the course (Elementary N = 29, Regular N = 42, and Honors N = 19) and from the classes of all eight instructors teaching the required English course as can be seen in the following table:

Table 1.

	Number	Percent	Age(Mean)	Age(STDEV)	Yrs. of Study(Mean)	Yrs. Of Study(STDEV.)
Total(Male/Female)	90	100	18.9	0.56	7.11	0.61
Male	38	0.42	18.9	0.7	7.11	0.76
<i>Honors</i>	7	.08	18.7	1.11	7	0
<i>Regular</i>	20	0.22	19	0.65	7.25	1.02
<i>Elementary</i>	11	0.12	19	0.45	6.91	0.302
Female	52	0.577	18.8	0.43	7.12	0.47
<i>Honors</i>	12	0.13	18.8	0.45	7	0
<i>Regular</i>	22	0.24	18.8	0.5	7.27	0.7
<i>Elementary</i>	18	0.2	18.9	0.32	7	0

A questionnaire (Appendix A/English version Appendix B) using a four point Likert scale and consisting of 35 close-ended statements was administered in class and then gathered up by the instructor after completion.²⁾ Preston (1989) suggests that direct questioning is not an appropriate way to elicit attitudes since respondents might not want to reveal prejudices. In an effort to reduce the chance of respondents' giving socially desirable answers, the questionnaires were constructed to make the responses anonymous (names and written answers, other than check marks, were not required on the questionnaires).

The survey (Appendix A/English version Appendix B) was designed to elicit the attitudes (group specific, course related and generalised) and the learning motivations (integrative, instrumental and personal) of the sample population. It was impossible to obtain a proportional sample from each section of the course and at the same time ensure that equal and proportionate samples were taken from the eight instructors since some instructors were involved exclusively at one level while others taught a multitude of levels. Therefore, since the sample group may differ in systematic and important ways from the population of interest, I can not statistically infer that the findings of this study are similar to the findings from the population.

2) In the pilot study at Akenohoshi Junior College it was found that a disproportionate amount of students chose '3' (neutral) on a five point Likert scale even though in post questionnaire interviews they admitted to holding positive or negative views. As a result of this, the Likert scale for this study was changed to a four point scale to force the respondents to take a stance. It is acknowledged that there are also shortcomings with a scale that does not provide a neutral option.

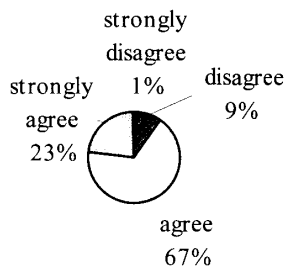
3.2 Results and Discussion

3.2.1 Attitudes

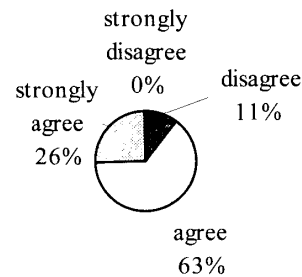
3.2.2 Group Specific Attitudes

In general the subjects responded favourably concerning attitudes toward English speaking westerners and Americans as can be seen in the following figures:³⁾

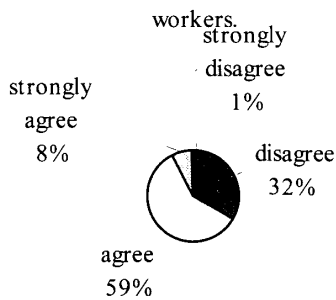
1) English speaking westerners are honest.



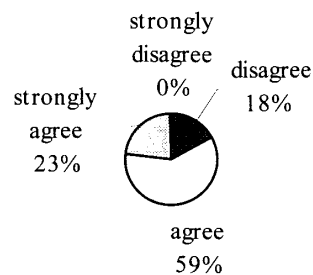
2) English speaking westerners are friendly.



3) English speaking westerners are hard-workers.



4) In general, I like English speaking westerners.



These respondents appear to have a fairly positive view of English speaking westerners but it is interesting to contrast this with the negative view held by their parents toward English speaking westerners and Americans as can be seen in the following:

13) My parents like Americans.

Strongly disagree	Disagree	Agree	Strongly Agree
11.1%	50%	37.8%	1.1%

14) My parents like English speaking westerners.

Strongly disagree	Disagree	Agree	Strongly Agree
10%	48.9%	38.9%	2.2%

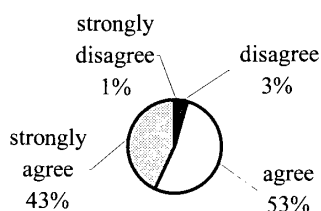
3) Survey results included in Appendix C. Survey results by section included in Appendix C(2), C(3) and C(4).

Although their parents seem to hold a slightly more negative view towards Americans, the attitude toward English speaking westerners is almost equally negative. It may be reasonable to assume that parental attitudes may have some affect on their children. Gardner (1960 as cited in Larsen-Freeman and Long, 1991:178) found that Anglophone learners of French held similar attitudes to their parents concerning French Canadians.

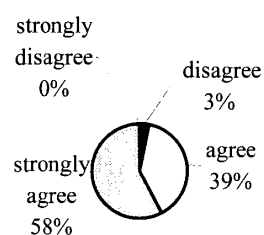
3.2.3 Course Related Attitudes

The subjects seemed to hold fairly positive attitudes toward both their instructors (speaking and TOEIC preparation) and their enjoyment of the course as can be seen in the following:

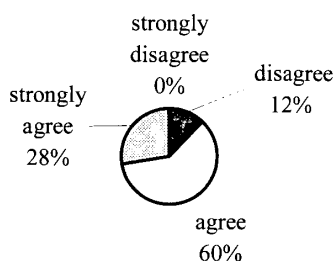
11) I like my English teacher(TOEIC class)



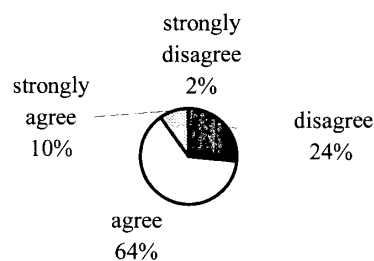
12) I like my English teacher(Speaking class)



16) In my English class I enjoy learning to speak English

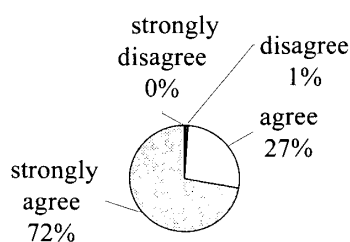


17) In my English class I enjoy learning English for the TOEIC test

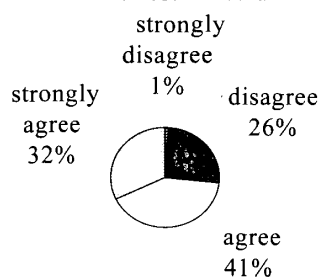


On the other hand, concerning their views as to the usefulness of what they are learning, there is a very significant difference between item eighteen 'I think learning how to communicate in English is useful' and item nineteen 'I think learning English for a test like the TOEIC test is useful' as can be seen in the following figures:

18) I think learning how to communicate in English is useful



19) I think learning English for a test like the TOEIC test is useful



These results might be very useful since our program at APC has a dual focus: oral communication and TOEIC test preparation. Bruner (1960:31) states:

The best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained useable in ones thinking beyond the situation in which learning has occurred.

Even though students seem to be aware that a good TOEIC score can be useful when searching for employment and that they need at least a score of 425 to graduate from the college, more than one quarter of the students disagree and 1% strongly disagree that learning English for the TOEIC is useful. Further, as Littlewood (1984:55) maintains:

...if learning has to take place because of external compulsion [target goal of 450 points on the TOEIC test], it may proceed only to the minimum level required by these external demands.

Since the students, overwhelmingly, believe that learning how to communicate in English is useful (the single *most positive attitude* elicited from the students in this survey) it might be helpful if the TOEIC class were to be more integrated with the oral communication class so that the students might see that what they are learning in TOEIC preparation can be useful for communication. If the students could see that the knowledge they gained in studying for the TOEIC test is useful for, not only the TOEIC test, but also for effective communication, there might be a more positive attitude concerning the usefulness of the TOEIC preparation class. The implementation of standardised oral achievement tests that seriously attempt to measure knowledge of and ability to use the English language (grammatical, textual, illocutionary and sociolinguistic competence) might help bridge the two parts of the English course. As a consequence, learners may be even more motivated to reach and excel beyond the 450 point goal as set out in the English program at APC.

Learning English is not only seen as being useful by the respondents in this survey, but rather, even the parents of the subjects, who from the results of statements 13 and 14 appeared to hold negative views towards English speaking westerners and Americans, seemed to encourage their children to learn English as can be seen in the following:

15) My parents encourage me to learn English.

Strongly disagree	Disagree	Agree	Strongly Agree
5.6%	25.6%	37.8%	30%

One course related attitude that elicited an almost even split between agreement and disagreement was item 20:

20) I feel anxious in my English class.

Strongly disagree	Disagree	Agree	Strongly Agree
14.4	36.7	37.8	11.1

It might be interesting to find out in a new study why such a significant proportion of the subjects feel anxious in English class. Studies by Eysenck (1979 as cited in MacIntyre et al., 1997:269) suggest that anxiety provoking conditions can cause situations where:

... anxious language learners may focus their attention on their perceived inadequacies, the potential for failure, and the consequences of that imagined failure...

Such unpleasant feelings can be directed at the language causing this anxiety and negative attitudes towards the target language may result.

3.2.4 Generalised Attitudes

Concerning the degree of prestige accorded to the English language, the respondents clearly believe that English is more prestigious than Japanese in an international context (23.3% agree and 68.9% strongly agree) as can be seen in the results of the survey (item eight Appendix C). The subjects' belief in the prestige of English should be a motivating factor for them to learn it as a second language and to view it in a positive light especially since the majority of the respondents do not seem to fear assimilation as can be seen in the following figure:

10) The Japanese language is in danger because of the spread of English.

Strongly disagree	Disagree	Agree	Strongly Agree
25.6	45.6	20	7.8

The results concerning one attitudinal component were quite unexpected. Items six and seven were concerned with the subjects' view of Japanese and English speaking western cultures. It was expected that both items would elicit positive responses and that the factor of ethnocentrism might be responsible for a more negative response to English speaking western culture. While there was clearly a less negative view elicited towards Japanese culture, both items produced quite negative responses as can be seen in the following figures:⁴⁾

4) No such negative results for these two items were observed in the pilot study. While a more positive view of English speaking western cultures might have been expected from the sample in the pilot study (at least half of them were English majors), it is perplexing that the view towards Japanese culture was also decidedly higher in the pilot study.

6) I have a positive view of Japanese culture.

Strongly disagree	Disagree	Agree	Strongly Agree
25.6	45.6	20	7.8

7) I have a positive view of English speaking western culture.

Strongly Disagree	Disagree	Agree	Strongly Agree
13.3%	62.2%	18.9%	5.6%

Littlewood (1984:55) states:

One of the factors influencing how we experience the process [of learning a new language] is our attitude towards the foreign culture itself. If this attitude is negative, there may be strong internal barriers against learning...

It seems logical that this negativity might also be directed at the foreign language itself.

The last item concerning the subjects' attitudes toward the English language was the very direct statement in item twenty-one:

21) I have a positive attitude towards the English language.

Strongly Disagree	Disagree	Agree	Strongly Agree
5.6%	56.7%	33.3%	4.4%

The majority view was negative. It is hard to make any solid judgements on the basis of one question, however, this might not be so surprising considering the subjects' overall negative view of English speaking western culture, the respondents' parents' generally negative view of English speaking westerners and the feeling of anxiety that 50% of the respondents experience in English class.

3.2.5 Learning Motivations

The predominant learning orientation of these respondents might be instrumental for a number of reasons. Firstly, since Japan is largely a one language, one culture, country where there might be few opportunities to meet and integrate with an English speaking community, the subjects might see more instrumental reasons for learning the language. In addition, the respondents in this study are in a situation where they need to obtain a particular score on the TOEIC test (450 points) to exit the English program or at least 425 points on this test to graduate from the college. Such a situation, seems to quite strongly elicit an instrumental orientation to learning English.

From the results of the survey, the subjects, in general and not surprisingly, seemed to have a fairly strong instrumental orientation to learning. However, it must be noted that the number one and number two reasons cited for learning English belonged to the personal motivation category. Further, the third and fourth most popular reasons for learning English appeared to be integrative

reasons for learning. The mean scores (Likert Scale) for the items attempting to elicit integrative, instrumental and personal learning motivations can be seen in the following table:

Table 2.

Comparison of Learning Motivation Results by Section (Likert Scale Mean Score) for items 22~35								
		Total	Honours	Regular	Elementary	Honours - Regular	Honours - Elementary	Regular - Elementary
Item	Learning Motivation							
22	Integrative	3.04	3.42	3.02	2.83	0.4	0.59	0.19
23	Integrative	2.73	2.95	2.74	2.59	0.21	0.36	0.15
24	Integrative	3.08	3.37	3.05	2.93	0.32	0.44	0.12
25	Integrative	2.58	2.79	2.56	2.48	0.23	0.31	0.08
26	Integrative	2.27	2.37	2.26	2.21	0.11	0.16	0.05
27	Integrative	2.53	2.79	2.52	2.38	0.27	0.41	0.14
28	Instrumental	2.97	3.21	2.88	2.93	0.33	0.28	-0.05
29	Instrumental	2.94	3.11	2.86	2.97	0.25	0.14	-0.11
30	Instrumental	3	3.16	2.86	3.1	0.3	0.06	-0.24
31	Instrumental	2.77	2.95	2.69	2.72	0.26	0.23	-0.03
32	Personal	3.16	3.47	3.24	2.83	0.23	0.64	0.41
33	Personal	2.76	3.16	2.74	2.52	0.42	0.64	0.22
34	Personal	2.81	3.32	2.71	2.62	0.61	0.7	0.09
35	Personal	3.22	3.42	3.31	2.97	0.11	0.45	0.34

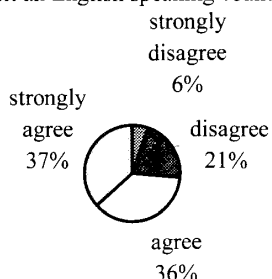
The subjects' learning motivations seem to be quite varied. Further, it is interesting to note that the honours section (the most proficient students according to TOEIC test results) is higher in all learning motivation categories than both the regular and elementary sections. It might be assumed that the regular section might be higher than elementary which is true except for items twenty-eight through thirty-one where the subjects in the elementary section seem to have a greater instrumental orientation to learning English. This result might not be so surprising since the subjects in the elementary section are under the most pressure to drastically improve their TOEIC test results.

3.2.6 Integrative Motivation

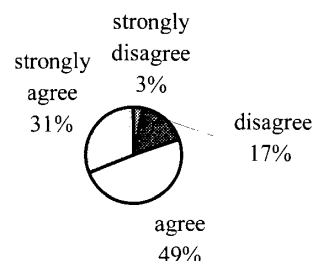
In general, from the results of this survey, integrative motivation did not seem to be as important as instrumental and personal/developmental motivation for the subjects. However, it must be noted that two items eliciting integrative motivation, item twenty-two 'I want to learn English because I want to visit an English speaking country' and item twenty-four 'I want to learn English so I can communicate with foreigners in Japan' were rated very high as learning motivations as can be seen

in the figures below:⁵⁾

22) I want to learn English because I would like to visit an English speaking country



24) I want learn English so I can communicate with foreigners in Japan



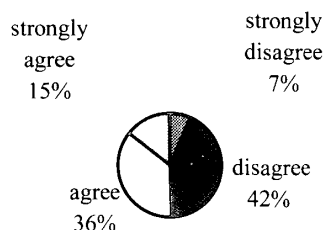
The majority of the respondents also wanted to learn English so they could have some English speaking friends as can be seen in the following figure:

23) I want to learn English because I would like to have some English speaking friends.

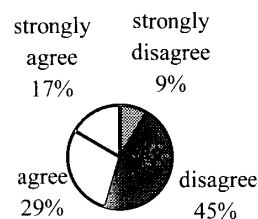
Strongly Disagree	Disagree	Agree	Strongly Agree
6.7%	33.3%	40%	20%

Neither item twenty-five 'I want to learn English so I can learn about English speaking western cultures' nor item twenty-seven 'I want to learn English because I am interested in American culture' seemed to elicit a strong positive response as can be seen in the two figures below:

25) I want to learn English so I can learn about English speaking western cultures



27) I want to learn English because I am interested in American culture



On the whole, it does not appear as if learning about English speaking/American culture is a learning motivation for the majority of these subjects. Item twenty-six 'I want to learn English because I want to live in an English speaking country' quite predictably elicited the most disagreement as can be seen below:

5) Whether these statements truly reflect integrative learning motivations is somewhat debatable. It is true that one could say that learning a language in order to function on a trip in an English speaking country is just as good an example of an instrumental learning orientation.

26) I want learn English because I want to live in an English speaking country.

Strongly Disagree	Disagree	Agree	Strongly Agree
15.6%	48.9%	28.9%	6.7%

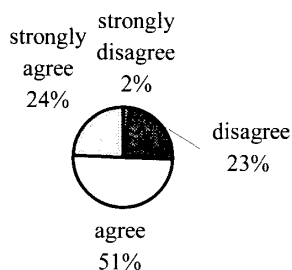
Therefore, except for friendship and travel, integrative reasons were not commonly cited as major learning motivations. Perhaps this should not be so surprising since, as Dornyei (1990, as cited in McClelland, 1998:18[internet 2]) suggests, many foreign language learners lack sufficient experience with TL speakers to develop any real considerations about integrating with such groups.

3.2.7 Instrumental Motivation.

Considering that the subjects in question are not English majors and that a particular score on the TOEIC test is needed for graduation it might not be unreasonable to expect the respondents to largely be instrumentally oriented to learning English.

As far as instrumental motivations for learning English, item twenty-eight 'I want to learn English because I want to get a good grade in English class' quite predictably elicited strong agreement as can be seen in the figure below:

28) I want to learn English because I want to get a good grade in English class



The desire to get a good grade is probably a universal learning motivation and might rate high for integrative oriented learners as well.

An increase in social status was also an important reason for wanting to learn English as can be seen below:

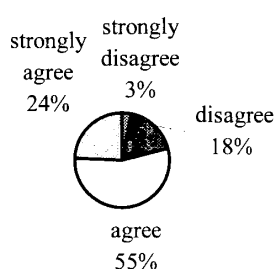
29) I want to learn English because my social status will improve if I can speak English.

Strongly Disagree	Disagree	Agree	Strongly Agree
2.2%	22.2%	54.4%	21.1%

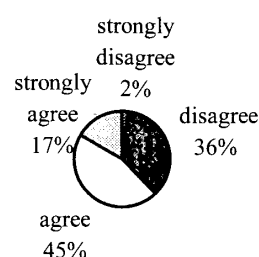
Although the respondents, in general, might not have a positive attitude towards the English language, they appear to view it as a prestigious language in the world (item 8 Appendix C) and thus it seems reasonable that they might equate the ability to speak English with an increase in social status. The attainment of a higher social status, in a country such as Japan where social status means so much, could be seen as an important learning motivation.

Items thirty and thirty-one concern the instrumental motivation of 'learning English in order to get a good or higher paying job' as can be seen in the following figures:

30) I want to learn English so I can get a good job



31) I want to learn English so I can get a higher paying job

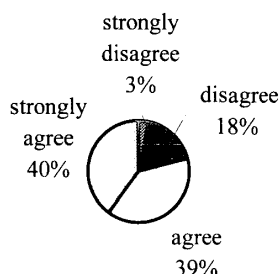


Item thirty elicited a significantly more positive response. It is possible that the subjects responded positively to the idea of getting a good job while responding less positively to a higher paying job (which may or may not be a 'good job').

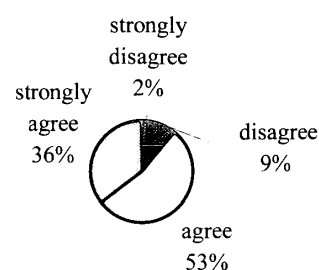
3.2.8 Personal/Developmental Motivation

The results of this survey suggest that the majority of the respondents have some strong personal learning orientations to English. It would seem that the subjects see English as the vehicle to fully appreciate English speaking/American popular culture as can be seen in the figures below:

32) I want to learn English so I can understand English language movies



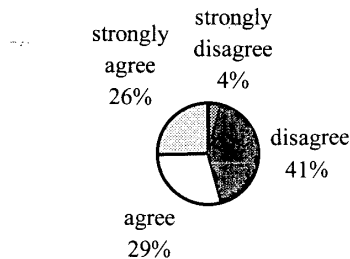
35) I want to learn English so I can understand English songs



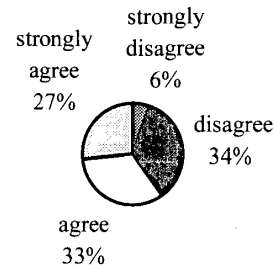
Although the subjects do not seem to have a positive view of, nor a particular interest in, English speaking western cultures (items 7, 25 and 27 Appendix C) they are most clearly interested in English language movies and music. Perhaps they see these, not as aspects of western culture, but rather, as aspects of 'international popular culture' that are just as much a part of their culture as any English speaking western culture.

Reading books in English and watching English language television garnered less agreement as can be seen below:

33) I want to learn English so I can read books in English



34) I want to learn English so I can watch English television programs



The results of this survey suggest that these subjects tend to have a variety of learning motivations that might be identified as 'clusters' of learning orientations rather than the traditional integrative/instrumental dichotomy.

With the traditional constructs breaking down, new learning motivation constructs have been created. Dornyei (1990, as cited in McClelland, 1998:21[*internet 2*]) discusses some learning motivations which appear to be applicable to this study. He identifies a socio-cultural orientation 'interest in foreign languages' which appears to be a common learning orientation in this study (item 5 Appendix C). Further, he identifies a knowledge orientation 'desire to avoid provincialism and broaden one's view' (item 24) and a travel orientation 'desire for new stimuli and challenges' (item 22). Finally, Clement et al. (1994, as cited in McClelland, 1998:21[*internet 2*]) added the English media orientation deriving from a wish to better understand movies and popular music (items 32 and 35).

4. Conclusion

From the results of this survey, it is difficult to describe the subjects as predominantly integrative, instrumental or personal oriented learners. Rather, there appear to be 'clusters' of orientations. It would seem, from the study, that these subjects are most interested in learning how to communicate in English and using this ability to understand English language songs and movies, to travel, to communicate with foreigners and finally to get a good job in the future. As our program at APC increasingly becomes more and more focused on the TOEIC test, it might be prudent to take note of what our students believe is relevant and useful. Perhaps we ought to listen to Chambers (1999:37) who states that if a "...teacher is to motivate pupils to learn, then relevance has to be the red thread permeating activities"

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Learning Motivations and Attitudes Toward English as a language (Appendix A).

Age _____ Gender (circle one) M F Years of studying English (including this year) _____

What section are you in? (Please circle one) Elementary Regular Honors

Directions: Circle the number that corresponds to your degree of agreement with the following statements
(strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 1)

	強 く 同 意	同 意	不 同 意	強 く 不 同 意
1. 英語を話す西洋人は率直である。	4	3	2	1
2. 英語を話す西洋人は好意的である。	4	3	2	1
3. 英語を話す西洋人は努力家である。	4	3	2	1
4. 一般に、私は英語を話す西洋人が好きである。	4	3	2	1
5. 一般に、外国語に興味がある。	4	3	2	1
6. 私は、日本の文化に対して明確な見方がある。	4	3	2	1
7. 私は、英語を話す西洋文化に対して明確な見方がある。	4	3	2	1
8. 世界中で、英語は日本語より有名である。	4	3	2	1
9. 日本では、英語は日本語より有名である。	4	3	2	1
10. 日本語は英語の普及により危険にさらされている。	4	3	2	1
11. 私は私の英語の先生が好きである。(TOEIC class)	4	3	2	1
12. 私は私の英語の先生が好きである。(Speaking class).	4	3	2	1
13. 私の両親はアメリカ人が好きである。	4	3	2	1
14. 私の両親は英語を話す西洋人が好きである。	4	3	2	1
15. 私の両親は私に英語を学ぶよう励ます。	4	3	2	1
16. 私の英語の授業では、英語を話すために楽しく学んでいる。	4	3	2	1
17. 私の英語の授業では、TOEICテストのために英語を楽しく学んでいる。	4	3	2	1
18. 英語で意思の疎通をはかることを学ぶことは役に立つと思う。	4	3	2	1
19. TOEICテストのようなテストのために英語を学ぶことは役に立つ。	4	3	2	1
20. 英語の授業中は不安を感じる。	4	3	2	1
21. 英語に対して明確な態度を持っている。	4	3	2	1
22. 英語を話す国を訪れたいと思っているので、英語を学びたい。	4	3	2	1
23. 英語を話す友達が欲しいので、英語を学びたい。	4	3	2	1
24. 日本で外国人と意思の疎通を図りたいので、英語を学びたい。	4	3	2	1
25. 英語を話す西洋文化を学びたいので、英語を学びたい。	4	3	2	1
26. 英語を話す国に住みたいので、英語を学びたい。	4	3	2	1
27. アメリカ文化に興味があるので、英語を学びたい。	4	3	2	1
28. 英語の授業でよい成績を修めたいので、英語を学びたい。	4	3	2	1
29. 英語を話すことができれば、社会的地位が向上すると思うので、英語を学びたい。	4	3	2	1
30. 良い仕事に就くために英語を学びたい。	4	3	2	1
31. 高給を得る仕事に就くために英語を学びたい。	4	3	2	1
32. 英語の映画がわかるようになる為に英語を学びたい。	4	3	2	1
33. 英語の本を読みたいので英語を学びたい。	4	3	2	1
34. 英語のテレビ番組を見たいので英語を学びたい。	4	3	2	1
35. 英語の歌を理解したいので英語を学びたい。	4	3	2	1

Learning Motivations and Attitudes Toward English as a Language (Appendix B)

Age ____ Gender (circle one) M F Years of studying English (including this year) ____

What section are you in? (Please circle one) Elementary Regular Honors

Directions: Circle the number that corresponds to your degree of agreement with the following statements (strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 1)

								Strongly agree	Agree	Disagree	Strongly disagree
1.	English speaking westerners are honest.							4	3	2	1
2.	English speaking westerners are friendly.							4	3	2	1
3.	English speaking westerners are hard-workers.							4	3	2	1
4.	In general, I like English speaking westerners.							4	3	2	1
5.	In general, I'm interested in foreign languages.							4	3	2	1
6.	I have a positive view of Japanese culture.							4	3	2	1
7.	I have a positive view of English speaking western culture.							4	3	2	1
8.	In the world the English language is more prestigious than the Japanese language.							4	3	2	1
9.	In Japan the English language is more prestigious than the Japanese language.							4	3	2	1
10.	The Japanese language is in danger because of the spread of English.							4	3	2	1
11.	I like my English teacher (TOEIC class).							4	3	2	1
12.	I like my English teacher (Speaking class).							4	3	2	1
13.	My parents like Americans.							4	3	2	1
14.	My parents like English speaking westerners.							4	3	2	1
15.	My parents encourage me to learn English.							4	3	2	1
16.	In my English class I enjoy learning to speak English.							4	3	2	1
17.	In my English class I enjoy learning English for the TOEIC test.							4	3	2	1
18.	I think learning how to communicate in English is useful.							4	3	2	1
19.	I think learning English for a test like the TOEIC test is useful.							4	3	2	1
20.	I feel anxious in my English class.							4	3	2	1
21.	I have a positive attitude towards the English language.							4	3	2	1
22.	I want to learn English because I would like to visit an English speaking country.							4	3	2	1
23.	I want to learn English because I would like to have some English speaking friends.							4	3	2	1
24.	I want to learn English so I can communicate with foreigners in Japan.							4	3	2	1
25.	I want to learn English so I can learn about English speaking western cultures.							4	3	2	1
26.	I want to learn English because I want to live in an English speaking country.							4	3	2	1
27.	I want to learn English because I am interested in American culture.							4	3	2	1
28.	I want to learn English because I want to get a good grade in English class.							4	3	2	1
29.	I want to learn English because my social status will improve if I can speak English.							4	3	2	1
30.	I want to learn English so I can get a good job.							4	3	2	1
31.	I want to learn English so I can get a higher paying job.							4	3	2	1
32.	I want to learn English so I can understand English language movies.							4	3	2	1
33.	I want to learn English so I can read books in English.							4	3	2	1
34.	I want to learn English so I can watch English television programs.							4	3	2	1
35.	I want to learn English so I can understand English songs.							4	3	2	1

APC Students' Responses (Honors Section) (Appendix C2)

Category		N	M	Frequency strongly disagree	Frequency disagree	Frequency agree	Frequency strongly agree	Percent strongly disagree	Percent disagree	Percent agree	Percent strongly agree
				1	2	3	4	1	2	3	4
Sex											
	M		7								
	F		12								
Age		19	18.8								
Yrs Study		19	7								
Section											
Honors		19									
Items											
	1	19	3.37	0	0	12	7	0	0	63.2	36.8
	2	19	3.32	0	1	11	7	0	5.3	57.9	36.8
	3	19	2.84	0	5	12	2	0	26.3	63.2	10.5
	4	19	3.26	0	2	10	7	0	10.5	52.6	36.8
	5	19	3.53	0	0	9	10	0	0	47.4	52.6
	6	19	2.26	1	13	4	1	5.3	68.4	21.1	5.3
	7	19	2.11	4	10	4	1	21.1	52.6	21.1	5.3
	8	19	3.74	0	0	5	14	0	0	26.3	73.7
	9	19	2.47	2	10	3	4	10.5	52.6	15.8	21.1
	10	18	1.94	5	9	4	0	26.3	47.4	21.1	0
	11	19	3.26	1	0	11	7	5.3	0	57.9	36.8
	12	19	3.84	0	0	3	16	0	0	15.8	84.2
	13	19	2	6	7	6	0	31.6	36.8	31.6	0
	14	19	2	6	7	6	0	31.6	36.8	31.6	0
	15	18	2.89	2	4	6	6	10.5	21.1	31.6	31.6
	16	19	3.32	0	2	9	8	0	10.5	47.4	42.1
	17	19	2.84	0	5	12	2	0	26.3	63.2	10.5
	18	19	3.74	0	1	3	15	0	5.3	15.8	78.9
	19	19	3.26	0	3	8	8	0	15.8	42.1	42.1
	20	19	2.47	2	8	7	2	10.5	42.1	36.8	10.5
	21	19	2.37	1	12	4	2	5.3	63.2	21.1	10.5
	22	19	3.42	0	2	7	10	0	10.5	36.8	52.6
	23	19	2.95	0	8	4	7	0	42.1	21.1	36.8
	24	19	3.37	0	3	6	10	0	15.8	31.6	52.6
	25	19	2.79	2	4	9	4	10.5	21.1	47.4	21.1
	26	19	2.37	4	6	7	2	21.1	31.6	36.8	10.5
	27	19	2.79	2	5	7	5	10.5	26.3	36.8	26.3
	28	19	3.21	0	4	7	8	0	21.1	36.8	42.1
	29	19	3.11	0	4	9	6	0	21.1	47.4	31.6
	30	19	3.16	0	2	12	5	0	10.5	63.2	26.3
	31	19	2.95	0	5	10	4	0	26.3	52.6	21.1
	32	19	3.47	0	2	6	11	0	10.5	31.6	57.9
	33	19	3.16	0	6	4	9	0	31.6	21.1	47.4
	34	19	3.32	0	4	5	10	0	21.1	26.3	52.6
	35	19	3.42	0	1	9	9	0	5.3	47.4	47.4
Question 10 no answer (1)											
Question 15 no answer (1)											

APC Students' Responses (Regular Section) (Appendix C3).

Category		N	M	Frequency strongly disagree	Frequency disagree	Frequency agree	Frequency strongly agree	Percent strongly disagree	Percent disagree	Percent agree	Percent strongly agree
				1	2	3	4	1	2	3	4
Sex											
	M	20									
	F	22									
Age		42	18.9								
Yrs Study		42	7.26								
Section											
Regular		42									
Items											
	1	42	3.05	1	4	29	8	2.4	9.5	69	19
	2	42	3.19	0	3	28	11	0	7.1	66.7	26.2
	3	42	2.9	0	9	28	5	0	21.4	66.7	11.9
	4	42	3.07	0	7	25	10	0	16.7	59.5	23.8
	5	42	3.33	0	4	20	18	0	9.5	47.6	42.9
	6	42	2.29	1	30	9	2	2.4	71.4	21.4	4.8
	7	42	2.14	4	30	6	2	9.5	71.4	14.3	4.8
	8	42	3.52	2	2	10	28	4.8	4.8	23.8	66.7
	9	42	2.45	7	15	14	6	16.7	35.7	33.3	14.3
	10	42	2.12	11	19	8	4	26.2	45.2	19	9.5
	11	42	3.48	0	1	20	21	0	2.4	47.6	50
	12	42	3.55	0	1	17	24	0	2.4	40.5	57.1
	13	42	2.45	1	22	18	1	2.4	52.4	42.9	2.4
	14	42	2.52	1	20	19	2	2.4	47.6	45.2	4.8
	15	42	3.02	2	9	17	14	4.8	21.4	40.5	33.3
	16	42	3.14	0	4	28	10	0	9.5	66.7	23.8
	17	42	2.86	2	9	24	7	4.8	21.4	57.1	16.7
	18	42	3.74	0	0	11	31	0	0	26.2	73.8
	19	42	2.93	1	14	14	13	2.4	33.3	33.3	31
	20	42	2.33	9	14	15	4	21.4	33.3	35.7	9.5
	21	42	2.36	2	24	15	1	4.8	57.1	35.7	2.4
	22	42	3.02	2	10	15	15	4.8	23.8	35.7	35.7
	23	42	2.74	3	14	16	9	7.1	33.3	38.1	21.4
	24	42	3.05	1	7	23	11	2.4	16.7	54.8	26.2
	25	41	2.56	2	19	15	5	4.8	45.2	35.7	11.9
	26	42	2.26	6	22	11	3	14.3	52.4	26.2	7.1
	27	42	2.52	2	23	10	7	4.8	54.8	23.8	16.7
	28	42	2.88	2	10	21	9	4.8	23.8	50	21.4
	29	42	2.86	2	10	22	8	4.8	23.8	52.4	19
	30	42	2.86	3	10	19	10	7.1	23.8	45.2	23.8
	31	42	2.69	3	15	16	8	7.1	35.7	38.1	19
	32	42	3.24	1	5	19	17	2.4	11.9	45.2	40.5
	33	42	2.74	2	16	15	9	4.8	38.1	35.7	21.4
	34	42	2.71	3	15	15	9	7.1	35.7	35.7	21.4
	35	42	3.31	1	2	22	17	2.4	4.8	52.4	40.5
Question 25 no answer (1)											

APC Students' Responses (Elementary Section) (Appendix C4).

Category		N	M	Frequency strongly disagree	Frequency disagree	Frequency agree	Frequency strongly agree	Percent strongly disagree	Percent disagree	Percent agree	Percent strongly agree
				1	2	3	4	1	2	3	4
Sex											
	M	11									
	F	18									
Age		29	18.9								
Yrs Study		29	6.96								
Section											
Elementary		29									
Items											
	1	29	3.07	0	4	19	6	0	13.8	65.5	20.7
	2	29	2.97	0	6	18	5	0	20.7	62.1	17.2
	3	29	2.41	1	15	13	0	3.4	51.7	44.8	0
	4	29	2.9	0	7	18	4	0	24.1	62.1	13.8
	5	29	3.14	1	3	16	9	3.4	10.3	55.2	31
	6	29	2.48	3	12	11	3	10.3	41.4	37.9	10.3
	7	29	2.24	4	16	7	2	13.8	55.2	24.1	6.9
	8	29	3.59	0	3	6	20	0	10.3	20.7	69
	9	29	2.52	1	16	8	4	3.4	55.2	27.6	13.8
	10	29	2.17	7	13	6	3	24.1	44.8	20.7	10.3
	11	29	3.31	0	2	16	11	0	6.9	55.2	37.9
	12	29	3.34	0	2	15	12	0	6.9	51.7	41.4
	13	29	2.24	3	16	10	0	10.3	55.2	34.5	0
	14	29	2.28	2	17	10	0	6.9	58.6	34.5	0
	15	29	2.83	1	10	11	7	3.4	34.5	37.9	24.1
	16	29	3.1	0	4	18	7	0	13.8	62.1	24.1
	17	29	2.72	0	8	21	0	0	27.6	72.4	0
	18	29	3.66	0	0	10	19	0	0	34.5	65.5
	19	29	3.07	0	6	15	8	0	20.7	51.7	27.6
	20	29	2.62	2	11	12	4	6.9	37.9	41.4	13.8
	21	29	2.38	2	15	11	1	6.9	51.7	37.9	3.4
	22	29	2.83	3	7	11	8	10.3	24.1	37.9	27.6
	23	29	2.59	3	8	16	2	10.3	27.6	55.2	6.9
	24	29	2.93	2	5	15	7	6.9	17.2	51.7	24.1
	25	29	2.48	2	15	8	4	6.9	51.7	27.6	13.8
	26	29	2.21	4	16	8	1	13.8	55.2	27.6	3.4
	27	29	2.38	4	13	9	3	13.8	44.8	31	10.3
	28	29	2.93	0	7	17	5	0	24.1	58.6	17.2
	29	29	2.97	0	6	18	5	0	20.7	62.1	17.2
	30	29	3.1	0	4	18	7	0	13.8	62.1	24.1
	31	29	2.72	0	11	15	3	0	37.9	51.7	10.3
	32	29	2.83	2	9	10	8	6.9	31	34.5	27.6
	33	29	2.52	2	15	7	5	6.9	51.7	24.1	17.2
	34	29	2.62	2	12	10	5	6.9	41.4	34.5	17.2
	35	29	2.97	1	5	17	6	3.4	17.2	58.6	20.7

Abstract

This paper examines the learning motivations and attitudes held by ninety first-year Aomori Public College students toward English as a foreign language. A survey was administered in class by the eight instructors in the English program in an attempt to ascertain the attitudes (group specific, course related and generalised) and the learning motivations (integrative, instrumental and personal) of the sample population. Results suggest that these students tend to have a variety of learning motivations (clusters of orientations) as opposed to the traditional integrative/instrumental breakdown.